

Setting up Students for Success in Higher Education

Lead Presenter
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Introductions

- Mrs. Kathy Buschan – Special Education instructor, Kutztown University (KU)
- Mrs. Danielle Berger – Transition Coordinator, KASD
- Mrs. Erin Webb- Educational Consultant, KASD
- Mrs. Patricia Richter – Disability Services Coordinator - KU
- Ms. Misty Young – KU Graduate
- Mr. Casey Heisel – KU student
- Ms. Jamie Monaghan – KU student

Agenda Overview

- Preparation for College
- Self-Determination and Self- Advocacy
- High School vs. College (the differences)
- Accommodations
- Interacting with your professors
- Sample of a syllabus and its importance
- Mini lesson
- Q & A

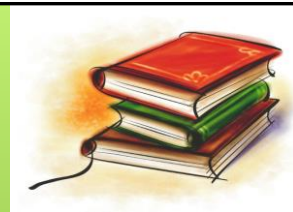
Purpose

- A **general overview** of differences between two vast educational systems, public secondary schools and post-secondary schools of higher education.
- **Students and parents should address specifics to the institution of post-secondary learning the student plans to attend.**

IDEIA vs. ADA

- The Individuals with Disabilities Education Improvement Act (IDEIA) governs laws for High School students
- The American Disabilities Act (ADA) governs laws at post secondary education settings
- The laws are very different and do not overlap between systems

Academic Preparation: Secondary Transition Issues



- Take the most academically challenging program in the most integrated setting possible
- Take the same college prep curriculum that college bound peers are taking
- Take advanced courses if interested in a specific major (i.e. more math & science courses for a nursing major)

Academic Preparation: Secondary Transition Issues

- Avoid temptation of “retreating” to lower-track classes
- Develop an understanding of your disability and learning style
- Identify appropriate accommodations and auxiliary aids in high school classes (e.g. assistive technology, taped textbooks, digital textbooks, extra time on exams)



Academic Preparation: Secondary Transition Issues

- Develop and practice self-advocacy skills
- Become involved with the transition planning team at the IEP meeting
- Know how, when, and where to discuss and request needed accommodations



What student should do:

- Know his/her responsibility for documentation at postsecondary level
- Explore different colleges/universities to find a match
- Meet with local Office of Vocational Rehabilitation (OVR) 6 months prior to anticipated need date to determine eligibility
- Discuss with parents and professionals the anticipated level of support that will be needed at college



What student should do:

- Discuss whether or not to disclose a hidden disability prior to admission
- Role-play with guidance counselors or special education teachers:
 - The college admissions interview
 - Meeting with disability services provider
 - Asking professor for appropriate accommodations

Post Secondary Education Entrance Requirements

- Must meet the entrance standards of that college, including minimum SAT scores, regardless of their disability
- Students should apply and use necessary accommodations to assist in meeting SAT/ACT requirements
- Students need to know individual post-secondary school SAT/ACT requirements

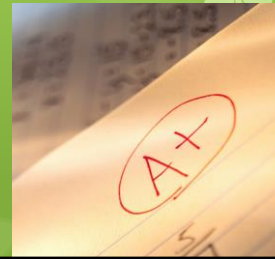


Entrance Requirements (continued)

- Colleges may require students to take non-credit developmental classes
- Content professors do not expect to have to teach basic skills
- Some colleges will consider PSSA or Keystone scores when determining placement

Documentation

- Should include:
 - Evaluation by a qualified professional appropriate to the disability
 - Background and history of the disability including relevant medical and social history
 - Assessment of aptitude, academic achievement, information processing skills



Documentation (continued)



- Reference to medical or psychiatric assessments, where appropriate
- A specific diagnosis or diagnoses
- Functional limitations of the disability (How does the disability impact learning?)

Documentation (continued)

- It is the student's responsibility to provide the documentation to the Disability Service Provider
- Post secondary schools are not responsible for the cost of documentation
- Documentation should be recent

Postsecondary Does Not:

- Have IEPs
- "DO" assessments (psychological evaluations)
- Reduce or waive any essential requirements of a course or program
- Provide personal tutors

Self-Advocacy

- Accommodations must be effective, but need not be the most expensive or the best available
- Accommodations do not include services of a personal nature
- Student may request and receive accommodations in some courses, but may not be entitled to the same accommodations in other courses

Self-Advocacy

- The student is the liaison between the disability service provider and the professors, e.g. student provides accommodations letter from PSE disability office
- The student provides the specifics regarding requests for accommodations e.g. font size, table height, text chapters to be taped, scribes, etc.
- Student is responsible for evaluating effectiveness of implemented accommodations

Ten Steps to Self-Advocacy

1. Be able to describe your disability
2. Be a part of the decision making process
3. Develop independence
4. Find the right college
5. Start slowly



(Taken from *Transitions to Postsecondary Learning* by Howard Eaton and Leslie Couli (1998).

Ten Steps to Self-Advocacy

6. Know your rights and responsibilities under the law
7. Meet with your professors to discuss your responsibility
8. Find mentors (other students or faculty)
9. Manage your time effectively
10. Minimize distractions



(Taken from *Transitions to Postsecondary Learning* by Howard Eaton and Leslie Couli (1998).

Self- Determination

- [I'm Determined poster](#)
- [Self-Determination Means...](#)

Benefits of Self-Determination

High School vs. College Classes

H.S.

- 6 hours/day or 30 hrs./week
- Average class length is 35-45 mins.
- School year – 180 days
- Teacher and parents monitor attendance
- Classes are usually less than 30 students
- Textbooks are provided

College

- 12-15 hrs. a week; may include evening and/or Saturday classes
- Classes vary from 50 mins. to 3 hrs.
- School year is divided into two semesters
- Professors may or may not monitor attendance
- Some classes may have 100+ students
- Student pays for textbook (typically \$500 per semester)

High School vs. College Tests

H.S.

- Given frequently and cover small amount of material
- Retests available
- May emphasize memorization of factual info
- Modification of tests can occur
- Test dates are coordinated to avoid conflicts with other test or events

College

- Infrequent and cover large amount of material
- Retests are unlikely
- Often includes inferential reasoning and analysis/synthesis of material
- Modifications = access to tests
- Tests are scheduled without regard to other courses or events

High School vs. College Instructors

H.S.

- Teachers check for completed homework and remind students to turn in assignments
- Teachers approach students if they believe assistance is needed
- Outside sources are required occasionally

College

- Professors distribute course syllabus and expect students to complete assignments on time and prepare for assignments as noted on syllabus
- Professors expect students to approach them if assistance is needed
- Professors frequently require research

High School vs. College Instructors

H.S.

- Teachers are certified and have been trained in teaching methods
- Teachers present material to help the student understand the text
- Teachers often put important information on the board

College

- Professors are often "experts" in their field; may not be trained as teachers
- Professors may not follow the text; may supplement with additional material
- Professors lecture freestyle, leaving student to identify important points and take notes

High School vs. College Grades

H.S.

- Grades are given for most assigned work
- Homework grades often help when test grades are low
- Graduation occurs when all required courses are passed with a "D" or better or IEP goals are met

College

- Grades may not be given for all assigned work
- Extra credit of homework is rarely used to compensate for low grades
- Graduation will only occur if the student has met the standards of the program and of the postsecondary school

High School Vs. College Personal Freedom

H.S.

- Time is structured by others
- Student is dependent on parents to inform them of responsibilities
- Parents manage medication and appointments
- For a few students, the school district may provide a 1:1 aide

College

- Time management is the responsibility of the student
- Student is responsible for actions and must adhere to postsecondary school code of conduct
- Student manages medications and appointments
- Do not provide attendant care/personal aide

High School vs. College Disability Issues

H.S.

- A team of professionals work with student, parent/guardian/advocate to create the IEP
- The teacher monitors the student's progress and recommends adjustments as needed
- Parent/guardian has access to records

College

- Student works with the disability service office to identify accommodations based on appropriate documentation
- Student must monitor his or her own academic progress and request assistance if problems occur
- Parents are not privy to student information. Student is treated as an adult

Accommodations

- Modifications to methods of instruction
- Increased time to complete degree
- Extended examination time
- Alternate testing formats
- Distraction reduced testing area
- Note taker



Interacting with Professors

- Identify yourself and visit professor during office hours to disclose your disability
- Ask for clarification on all assignments
- Review the syllabus and scoring rubrics frequently
- Check your email or D2L (or equivalent) frequently
- If you have a problem with a grade, speak to the professor **first**
- Remember Professors are people too
- We want you to be successful in college and graduate
- SRI (Student Rating of Instructors)
- Save your work – you may need it for other classes

Sample Syllabus

- **2 tests - each worth 20 points**
- Two tests will be administered during the semester. Study Guides will be provided. Tests will be multiple choice, matching, fill in the blank, and short essay questions. The first test will be open book.
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- **Participation/Attendance – 10 points**
- You are expected to be prepared and on time, attend and participate in all scheduled classes, and submit all assignments on time. You will lose 2 points for all late assignments. Once you have exceeded two (unexcused) absences, you will begin to lose points. It is your responsibility to sign the attendance sheet each class. If you are late to class 3 times or more, you may lose 1 point. If you miss a class, it is your responsibility to get the notes from a classmate. If you have an excused absence, you need to bring the written excuse to class when you return. Use of cell phone, laptops, and other such electronic devices during class for other than note-taking or class-related tasks are considered a class disruption and will result in a loss of two points. **Please inform me ahead of class of any emergency calls you may be expecting.**

Sample Syllabus

- **Grading: All assignment grades will be placed on D2L**

- Disability Portrayal 30 points
- 2 tests 40 points (20 pts. ea.)
- Participation 10 points
- Disability PowerPoint 20 points
- 100 points - Total

- **GRADING:**

- Grades will be based on the cumulative total of points earned on graded tests, assignments, and for student participation/attendance. Points and their letter equivalents will be:

<u>Grade</u>	<u>Points Required</u>	<u>Grade</u>	<u>Points Required</u>
○ A	100 - 90		
○ A-	88.5 - 89.5	○ C	79 - 70
○ B+	87.5 - 88	○ D	69 - 65
○ B	87 - 80	○ F	64 & Below

Mini Lesson

- Taking Notes – NCLB Act
- Accommodations for students with LD and ADD

Resources

Pennsylvania Department of Health

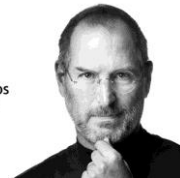
Transition Health Care Checklist: Transition to Adult Living in Pennsylvania.

www.health.state.pa.us/transitionchecklist

- www.secondarytransition.org
- www.berkstransition.org (Berks County Transition Coordinating Council)
- <http://transitionparentengagement.wikispaces.com/>
- <http://theadvocacyalliance.org/>
- www.pattan.net Pennsylvania Training and Technical Assistance Network
- www.pcil.net – PA Center for Independent Living
- www.projectsearch.us/
- Family Center on Technology and Disability www.fctd.info
- Job Accommodations Network www.jan.wvu.edu
- www.IMDetermined.org
- <http://www.landmark.edu/m/uploads/16721%20Guide%20to%20Readiness%20v5pgs%281%29.pdf>
A Guide to Assessing College Readiness- by The Landmark College
- www.nsttac.org National Secondary Transition Technical Assistance Center
- Transition to Postsecondary Education for Students with Disabilities (2009) by Carol Kocchhar-Bryant, Diane S. Bassett and Kristine W. Webb

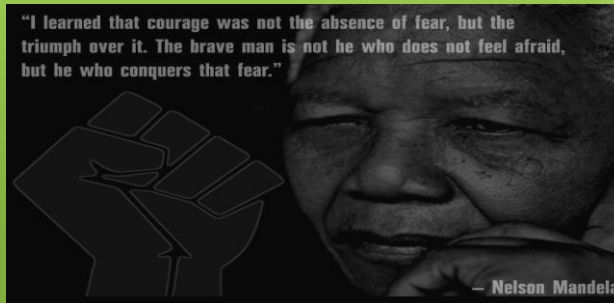
Words of Wisdom

Steve Jobs
1955-2011



"...Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your hearts and intuition." – Steve Jobs

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."



– Nelson Mandela

